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ABSTRACT

This booklet contains biographical information about Bessie Coleman, Nellie Bly, Gertrude Ederle, Sojourner Truth, Chien-Shiung Wu, Yoshiko Uchida, Madam C. J. Walker, Maria Martinez, Jovita Idar, Margaret Bourke-White, Sally Ride, and Sybil Ludington. These women are noted for their important contributions to United States history. It is hoped their lives and contributions inspire other women to become leaders in society as well. A quiz, a list of activities, and discussion questions are provided with guide. A 12-item bibliography concludes the text. (JAG)

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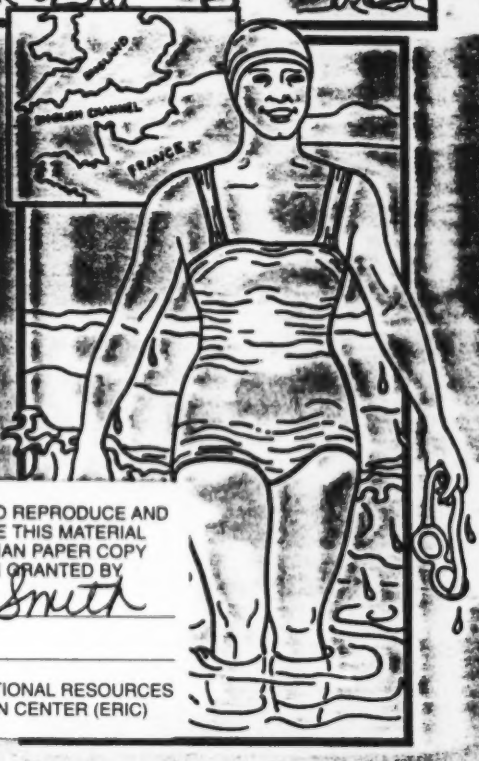
Celebrate Women's History

Coloring Poster Activity Book

ED 394 887



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"Celebrate Women's History"

Coloring Poster Activity Booklet

by Mary Ruthsdotter, NWHP

Published and Distributed by
National Women's History Project
7738 Bell Road
Windsor, CA 95492
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National Women's History Project

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Introduction

Since the schools of this nation are among the primary transmitters of our culture's values and beliefs, it is imperative that the curricular representations of women's roles be historically accurate and currently realistic. Only then will the expectations of students, both female and male, match the actualities of the world which awaits them as adults. There is much to be learned from women's history. By ignoring it we are allowing the experiences of a males to represent the experiences of all.

It has been demonstrated that an expanded, multicultural view of our nation's history, one which lauds our women heroes as well as our men, provides young girls with opportunities to envision what they might become by learning of what other women have been. Girls' self-esteem has been measurably increased, as has the respect for women felt by young boys. When students begin to investigate how the lives of women from all walks of life have been spent, girls and women gain the richness of their heritage and often the inspiration to raise their own aspirations as well. Correspondingly, boys and men begin to appreciate and understand the real lives and work of women. The direct study of women of all cultures in U.S. history and in contemporary American life is a liberating undertaking, offering a means of going beyond the confrontation of sex-role stereotyping.

Eventually women's historic roles and contributions will be a part of the ongoing curriculum in American schools. Observing National Women's History Month each March is one effective way to begin.

Answer Key to quiz on page 10:

1 - c, 2 - f, 3 - b, 4 - j, 5 - a, 6 - d, 7 - i, 8 - l, 9 - h, 10 - e, 11 - g, 12 - k

Suggestions for Using the Poster

1. Use the National Women's History Month Paper Banners with the poster as the basis for your National Women's History Month display.

2. The "Heroes in Our History" coloring book contains the same illustrations the poster, plus 10 more. Let students color specific pages that interest them, and display these together with the poster.

   OR arrange student's colored in pages on a solid-color backing to form a paper quilt.

3. Using the Celebrate Women's History Placemats, each student can make her or his own poster to color and keep.

   Before sending students' colored pages home, post them together in a public area of the school, or in a public building in your community.

4. Color the matching Celebrate Women's History Placemats for practice before having students color the poster for the classroom.

5. Use the matching placemats for a class party to celebrate women's history. Send a clean copy home as a party souvenir.

6. The two "Women of Courage" cassettes include lively, engaging songs and stories about Gertrude Ederle, Sybil Ludington, Sally Ride, and Nellie Bly. These
(as well as the other selections on the cassettes) are fun to learn to sing together and listen to while coloring.

7. Using a globe and maps, locate the places where each of the women on the poster lived, worked, or traveled.

   Bessie Coleman: Texas, France, California, Florida, Illinois.

   Chien-Shiung Wu: China, California, New York.

   Gertrude Ederle: New York, English Channel.

   Jovita Idár: Laredo and San Antonio, Texas.

   Madam C.J. Walker: Mississippi, Colorado, Missouri, Indiana, New York, Pennsylvania.

   Margaret Bourke-White: New York, and around the globe.

   Maria Martinez: New Mexico.

   Nellie Bly: New York, and around the globe.

   Sally Ride: California and Florida.

   Sojourner Truth: New York and Ohio.

   Sybil Ludington: Connecticut.

   Yoshiko Uchida: California.

Biographies

Bessie Coleman (1893-1926) Bessie lived at the same time as Amelia Earhart, and was one of the most popular stunt fliers of her day. She was born in Atlanta, Georgia. As a young woman, she dreamed of flying her own plane. At that time, in the early 1900s, there were few women pilots, and no African-American pilots at all. As a Black woman, Coleman had no chance of learning to fly at an American school. So she decided to go to France, where there was less discrimination against women and Blacks.

In 1921, Bessie Coleman became the first licensed Black pilot in the world. As a stunt pilot, she performed dangerous, life-threatening flying stunts, like barrel rolls and loop-the-loops, in front of huge crowds. Bessie hoped to some day open a school for Blacks who wanted to learn how to fly. But before she could save enough money to open the school, she died in an airplane crash.

Nellie Bly (1865-1922) Elizabeth Seaman got her first job writing for a newspaper when she was only eighteen. She took the pen name "Nellie Bly" because in those days it wasn't proper for a lady to have her name in print. As a newspaper reporter, she investigated the conditions in American sweatshops and jails, and wrote about them to her newspaper audience. Once, Nellie Bly even pretended to be insane, so that she could enter an asylum and learn firsthand about the way mentally ill people were treated.

When Nellie Bly read the book *Around the World in 80 Days* by Jules Verne, she decided that she wanted to try to travel all around the world in even less than 80 days – and she did! Eighty days may seem like a long time, but in those days you had to travel by ship, train or horse-drawn carriage. Travel took a lot longer than it does now! In 1890, Nellie Bly became the first woman to travel around the world alone, writing articles about her daring adventures as she went. Her trip took just 72 days.

Gertrude Ederle (1906-present) Gertrude Ederle was the first woman ever to swim the English Channel, the 21 miles of ocean

between England and France. The Channel has rough waves and strong tides. Many people believed that only strong men could swim across it. In 1926, Ederle proved that women could, too! Even though she was blown off course and had to swim an extra 12 miles, she finished almost two hours faster than anyone had before. When she came back to the U.S., a huge parade was held in New York City in her honor.

After swimming the Channel, Ederle continued to break many national and world records in swimming. She later lost her hearing, but continued her work by helping deaf children learn to swim.

Sojourner Truth (c. 1797-1883) She was born into slavery, and her name was Isabel! When she was about 30 years old, she was freed by state law and later she changed her name to Sojourner Truth. She spent the rest of her life traveling around the country, speaking to large groups of people about the evils of slavery and the need for women's rights. She was a very powerful speaker. She changed the minds of many men and women who came to hear her lectures. While many people were asking for the vote for Black men, Sojourner Truth made her audiences understand that Black women needed voting rights, too.

After the Civil War, Sojourner Truth helped train Black women for paid work. She asked Congress for jobs and land for newly freed Blacks. She was so famous, President Lincoln asked her to come to the White House so he could meet her.

Chien-Shiung Wu (b. 1912) Chien-Shiung Wu was born and raised in China. She was very smart. Even though many girls in China didn't go to school, Wu went all the way to the university. Then she came to the United States to study in California, and to become a physicist.

As a scientist, Chien-Shiung Wu made important discoveries that changed our ideas about the structure of the universe. She surprised many people when she proved that one physics law wasn't really true. She received the National Science Medal for her

work. Now she teaches science at Columbia University, in New York.

Yoshiko Uchida (1921-1992) Yoshiko grew up in California. She wrote her first book when she was only ten years old! During World War II when the U.S. was fighting against Japan, she and her family and other Japanese Americans were sent to internment camps far away from home. Yoshiko Uchida later wrote several books about this experience.

When Yoshiko was a little girl, there were no children's books about the lives of Japanese Americans. So she decided that writing these books would be her job. She worked all her life, and wrote 28 books for children, most of them about the lives of young Japanese Americans. Uchida's books have taught young Japanese Americans to be proud of their unique heritage and culture. Her books have also taught many Americans about the experience of growing up in two very different cultures at the same time.

Madam C.J. Walker (1867-1919) Sarah Breedlove Walker was a very successful inventor. She created beauty products especially designed for the needs of African Americans. Her products were so popular she became the first self-made woman millionaire in the United States. She used the name "Madam C.J. Walker" because she thought it sounded very classy. She invented hair lotions and creams, and a special comb to straighten curly hair. Her hair treatment was known as the "Walker Method," and was very popular. Walker hired over 3,000 people, mostly Black women, to work in her factory in Indianapolis and in her beauty shops, and to sell her line of products door-to-door.

With the money she earned, Madam C.J. Walker built a beautiful mansion for her family in New York. She wanted to show other African Americans that even a poor girl from Mississippi can be successful if she believes in herself. She also used her money to help the Black community in many ways. She supported Black schools and churches. She also gave money to Black writers and artists, poor people, and groups working for racial equality. She

knew that the money she earned came from the Black community and she wanted to give it back to her people, too.

Sybil Ludington (1762-1839) Sybil Ludington was just fifteen years old when the Revolutionary War began. The war was fought to make the United States independent from Great Britain. Sybil lived on a farm, and her father was the leader of the local militia. Late one night, when the British soldiers were attacking nearby Danbury, Connecticut, Sybil volunteered to make a 40-mile ride through the countryside to call the militia to come defend the town.

The night was very dark and rainy. Sybil had to ride through dark woods and open countryside where there were few roads or houses along the way. But she was very brave. When she finally got back home, there were 400 people gathered at her house to defend the town.

Margaret Bourke-White (1904-1977) Margaret Bourke-White was a photographer who took exciting and unusual photographs of buildings, factories, people and events. For many years, her pictures appeared in popular magazines like *Life* and *Fortune*. Margaret traveled to Europe, Asia, Africa, and all across the United States as a photographer and journalist.

Margaret Bourke-White was famous because her pictures could tell a whole story. She photographed important events like the Great Depression, World War II, and the Korean War. She also took pictures of many famous people, like the leaders of India, England, and Russia.

Sally Ride (b. 1951) Sally Ride is famous for being the first American woman to fly into space. When she was a child, she knew that she could do anything she wanted. Since she liked to solve problems, she decided to become a scientist. She spent many years studying the science of astrophysics. She even became a doctor of astrophysics!

When Ride saw a newspaper ad for NASA, she decided to apply to the space program. She trained for the job for a long time, learning all about space travel and computers. She was one of five

women in the class, but Sally was the first to be chosen to go into space. After the space shuttle Challenger exploded, Sally decided to become a teacher. She is looking for ways to save the Earth's environment by using space technology.

Maria Martinez (1887-1980) Maria Martinez lived all her life in San Ildefonso, an Indian village in New Mexico. When she was a young girl, she learned how to make coiled pottery from her aunt. Later she discovered that her ancestors had a special method of baking the clay pots they made to give them a shiny, black finish. Martinez learned this special method, too, and she taught it to others in her village. Soon, their work became famous.

The pots made by Martinez and her people are very beautiful, and many people come from all over the world to buy them. By making and selling this beautiful and unique pottery, the people of San Ildefonso now have a successful business to support the community. Also, the villagers have learned about their rich heritage and pottery-making traditions.

Jovita Idár (1885-1946) Jovita Idár lived in Laredo, Texas, right on the Mexican border. During the Mexican Revolution, many injured people went to Laredo to get help. Jovita and her friends formed an organization called "La Cruz Blanca" (the White Cross) to take care of them. They nursed people from both sides of the fighting.

Jovita Idár did many things to help the Mexican-American community in Texas. She wrote for Spanish-language newspapers, *El Progreso* and *El Heraldo Cristiano*, urging equal rights for Mexican Americans. She believed that it was important for young people to be able to go to school, so she started a kindergarten for Mexican-American children. She also worked as a language interpreter between hospital doctors and their patients to make sure that people who did not speak English got proper medical care.

Poster Women Quiz

After each woman's name, fill in the letter of the story about her life.

(1) **Bessie Coleman**_____
(2) **Nellie Bly**_____
(3) **Gertrude Ederle**_____
(4) **Sojourner Truth**_____
(5) **Chien-Shiung Wu**_____
(6) **Yoshiko Uchida**_____
(7) **Madam C. J. Walker**_____
(8) **Maria Martinez**_____
(9) **Jovita Idar**_____
(10) **Margaret Bourke-White**_____
(11) **Sally Ride**_____
(12) **Sybil Ludington**_____

(a) **She came to this country from China** when she was a student. She became a physicist and made scientific discoveries that changed our ideas about the structure of the universe. Now she is a professor at Columbia University, in New York.

(b) **She was only 19** when she became the first woman to swim the English Channel, the 21 miles of ocean between England and France. And she did it almost two hours faster than anyone had before. When she came back to the U.S., a huge parade was held in New York in her honor.

c) **She lived at the same time as Amelia Earhart,** and was one of the most popular stunt fliers of her day. She thrilled the crowds turning barrel rolls and loop-the-loops in the air. She was the first Black person in the world to be a licensed pilot.

(d) **She wrote her first book** when she was only ten years old. Since then she has written 27 books for children, most of them about the lives of young Japanese Americans.

(e) **She was a photographer** who took exciting and unusual photographs of buildings, factories, people and events, for some of the most popular magazines in the country. She went all over the world as a photographer and journalist, taking memorable pictures of the important events of her time.

(f) **She got her first job writing for a newspaper** when she was only eighteen. She took a pen name because in those days it wasn't proper for a lady to have her name in print. In 1889, she became the first woman to travel around the world alone, writing articles about her daring adventures as she went.

(g) **She was a scientist** who wanted to do something exciting and important. She saw an ad for NASA and decided to apply. After a tough training program, she became the first American woman astronaut in space, in 1983.

(h) **She lived in Laredo, Texas,** right on the Mexican border. During the Mexican Revolution, many injured people went there, and she took care of them. She also wrote for Spanish-language newspapers, and started schools for Mexican-American children.

(i) **She created beauty products for Black people**, and became the first self-made woman millionaire in the United States. She used her money to help the Black community and hired thousands of Blacks in her factories and as salespeople.

(j) **She was born into slavery,** and was freed when she was about 30 years old. She changed her name and spent the rest of her life traveling around the country, speaking to large audiences about the evils of slavery and the need for women's rights.

(k) **She was 15 years old** when the Revolutionary War began. Late one rainy night, she made a dangerous, 40-mile ride through the countryside to warn the colonists that the British were attacking the nearby town of Danbury, Connecticut.

(l) **She learned to make coiled pottery** from her aunt when she was a young girl. Later she rediscovered the way her ancestors had made pots to give them a beautiful shape and a shiny black finish. She taught this method to others in her village, and soon their work became famous and worth a lot of money.

"It's Your Choice!" A Student Activities Handout

1. Choose a woman on the poster who you feel curious about. Use your school library or the public library to find out more about her life and work. Keep track of all of the resources you check, whether or not you find her discussed in them. This will be your evidence of all the clever ways you looked for information. Take careful notes on what you find out.

2. Make a clay sculpture, paint a picture, or design a quilt square or postage stamp to honor the woman you have chosen.

3. Write a story about her life: her childhood, her school years, her adult life.
Be sure to include what it is about her that interests you most. If you had a chance to meet her, what would you like to ask her? What do you suppose her answer
would be?

4. Design and construct a diorama or triptych to show how a museum could honor the women on the poster and display objects related to their lives. Display your class's completed projects together in the library so everyone in your school can learn more about women's history.

5. Design a magazine cover featuring one of the women on the poster. Write a short news story about what she did. Print it in a column like a newspaper or magazine. Don't forget to write a snappy headline and sign your name as reporter!

6. Write a 30- or 60-second spot about your subject that could be broadcast on radio or television as a "Women in History" public service announcement. Make it factual and interesting. Read it several times until you know it really well. Use the public address system to share the story with everyone at your school.

7. Plan and stage a talk show in which a host will interview several of the poster women about their lives and accomplishments. Which of the women on the poster do you want to play on the talk show? What will you say about your life? What was the most exciting time? What was the most important thing you did in your life? Why do you think it's important for people today to know about you?

If you are going to play the host, watch a talk show on television. Pay attention to the sort of questions the host asks. Then write down what questions you will ask each of the women on your talk show.

Or, each guest can write a list of questions that she would most like to be asked.

8. Choose one of the women as a "Role Model." If you wanted to do something in your life similar to what she did, what steps would you take to prepare yourself?

9. Make a collage with lots of pictures that relate to her life, her work, her culture, and her historic time period.

10. List the things that you would put into a time capsule that would tell people in the future about her life, her culture, and what was happening in the world during the time in which she lived.

11. Write a new song, poem, or rap to tell about the life and deeds of the woman you have choosen.

12. Write a short speech or autobiography for one of the women. Read the speech or autobiography as if you are that woman and you are visiting your classmates to tell them about your life. Design a very simple costume to show that you are playing the role. (Would she have worn a hat or glasses or a long skirt? Would she bring along clay, a flag, a notebook?)

Visit other classes while you have your costume on and tell them about your life, too. Leave "Celebrate Women's History" placemats for your audience to color after you leave.

13. Are all the women on this poster in the National Women's Hall of Fame? Write a letter to the National Women's Hall of Fame to find out who is currently included. Make suggestions for other women you think should be considered and the National Women's Hall of Fame specific reasons why you think your nominees should be included. The address is:

National Women's Hall of Fame
76 Fall Street
Seneca Falls, NY 13148.

14. Create your own Women's Hall of Fame by posting your colored pages from the "Heroes in Our History Coloring Book." Put them up in a very prominent place in your school.

Class Activity

Invite to class women in your community who are doing things in their lives which parallel those of the women on the poster. For example: a woman business owner, potter, professional writer, athlete, journalist, photographer, scientist, pilot, civil rights activist, emergency room doctor/nurse. Ask them to discuss their work, what kind of training they had, and what interests them most about what they do.

1. Before each guest comes to your class:

- Have the class brainstorm a list of questions they would like to ask her. Agree in advance who will ask each question, and encourage the others to ask additional questions that they think of during her talk.
- Be sure to give each guest enough information to enable her to develop a presentation that will engage students of your grade level.
- Let her know what kind of preparation you will do with the class for her visit, how old the students are, and how the class is arranged (whether they will be sitting on the floor or at their desks, etc.)
- Give her an idea of the kinds of questions they are going to ask.
- Let her know what your role will be during her presentation. (e.g. Will you call on students to ask questions or let her do that? Will you handle any discipline problems that might arise?)
- Ask if she plans to bring items to display or pass around to the class, and let her know how that is normally done in your class.
- Be sure she has specific instructions about date and time, how to find your classroom, and if she needs to check in at the front office first.

2. Follow-up

- Have students write down what they learned from the presentation. Ask them to include the answers your guest gave to the questions students asked. What were the most interesting things she said about her life and work? Would you like to do that kind of work? Why or why not?
- Have students write personal notes to thank the guest for coming to the class. Send these on to each guest.

And another idea, too:

The National Women's Hall of Fame is located in Seneca Falls, New York, the town where the first women's rights convention was held in 1848. Each November the National Women's Hall of Fame announces themes for its annual poster and essay contests. Students in grades four and up can participate in these contests for cash prizes. Ask to be put on the NWHF mailing list to receive the contest flier as soon as it's ready. Address: NWHF, 76 Fall Street, Seneca Falls, NY 13148, or call
315-568-2936.

Discussion Questions and Activity Ideas

Focusing on the Women Featured on the Poster

Sybil Ludington

1. Sybil Ludington lived during the American Revolution. What were the American colonists fighting for in this war? In what other ways did women help during that war?

2. It took a lot of courage for Sybil to ride her horse all night to call the villagers to come defend the town. What do you think it takes to have courage like that? Tell about a time in your life when you needed to be courageous about something. How would you help a friend who needed courage to do something difficult?

3. Find a picture of the monument to Sybil Ludington in Mt. Carmel, New York. Draw, color or build your own monument to Sybil Ludington. What would you want to have included?

4. What risks did Sybil Ludington take? In what kinds of situations might it be important for you to be willing to take a risk?

5. The Giraffe Project honors young people who are sticking their necks out to make the world a better place. Sybil Ludington would have fit their criteria. Do you know someone between the ages of 6 and 18 who might qualify as a "Giraffe"? Write to the Giraffe Project and tell them about this person:

> Giraffe Project c/o Christine Shrader
> PO Box 759
> Langley, Washington 98260

Or call A.T. Birmingham-Young of the Giraffe Project toll-free by dialing 1-800-344-tall.

Bessie Coleman

1. In the 1920s and '30s, when flying was a new activity, some people did daring acrobatic flying called "barnstorming." Why did they call it that, and why do you suppose people did it? Is this kind of daredevil activity still done today? What other kinds of flying do people do today? (e.g. hang-gliding, ultralights) Would you like to try any of these? Why or why not?

2. Many women have been pilots. Who is the most famous woman pilot who lived about the same time as Bessie Coleman? What is she famous for? Who are some of the famous women pilots today? What are they famous for? Make a list of famous women pilots. "The 99s" is an organization of women pilots, organized by Amelia Earhart. Write to

them and ask for information about the women on your list, and suggestions of who to add, too:

> The 99s, International Women Pilots
> P. O. Box 59965, Oklahoma City, OK 73159

3. Write to The 99s, or to the manager of a nearby airport, asking for information about their next scheduled flight competition or demonstration.

4. What kind of training does it take to become a pilot? Where is the closest place where you could get this training? How old do you have to be to do it? How long does it take to complete the training program?

> There is an aviation service in Connecticut that teaches 12-16-year-olds to fly. If you'd like more information about the program, write to: Sky Blazers, Charter Oak Aviation, Brainard Airport, Hartford, CT 06114.

5. Why do you think people like to do stunt flying? What motivates them? What qualities do you need to do stunt flying? (e.g. fearlessness, good judgement, daring, self-reliance, etc.)

Nellie Bly

1. Look through various newspapers and magazines, marking all the articles by female writers. For each publication, make a list of the writers' names and what the articles are about. Are there more male or female writers? Why do you suppose that is?

2. Why do some people choose to use a "pen name"? Find the address of your favorite author and write a letter asking if she/he is using her/his real name, or if the name you know her or him by is a pen name – like "Nellie Bly."

3. If you were a writer, where or what would you write about? Go to the library and look at the magazines there. Which magazines might be interested in the type of stories you would write?

4. During Nellie Bly's time, travel was very difficult and slow. What means of transportation did she use to get around the world? Have you been on ships or trains or carriages? Describe your experiences for the class. How long would it take to travel around the world today, in an airplane? Do you think it would be as exciting as Nellie Bly's trip? Why or why not?

5. Write and perform a short skit about one of Nellie Bly's adventures. What simple props will you need and how many actors will be involved?

6. Nellie Bly was an "investigative" reporter. That means she asked a lot of questions and found out information that most people didn't know and wrote about it in the newspaper. Have all the students in the class investigate something that is going on at your school that they think people should know more about. Each reporter will make a report to the

class on her/his investigation. Then each can write up her/his story, and you can publish a newspaper for the whole school.

Gertrude Ederle

1. How much did Gertrude train before she swam the English Channel? Who helped her train and who helped her while she was on this swim? When in your life have you needed or given that kind of help and support to someone you know?

2. Do athletes still swim the English Channel today? What other kinds of challenging swims do athletes do today?

3. Make a map (using salt/flour or modeling clay) of the English Channel, marking the place where Gertrude Ederle swam.

4. Do you think every human body is well designed for excellent swimming? Why do some people do better in some sports and not in others?

5. Being the first woman to swim the English Channel was a big dream that Gertrude Ederle wanted very much to make come true. Have you ever wanted to do something really big? How could you build up your courage and talent to do that special thing?

6. Start a "Big Dream" board for your class. Think about and choose something big that you would like to do in your lifetime. Draw a picture and write a story about your "big dream."

Sojourner Truth

1. After reading about Sojourner Truth and the issues important to her life, what do you think are similar issues or problems that our society faces today? Brainstorm with the class to come up with a list.

2. Sojourner Truth was well known as a powerful and persuasive speaker. Choose one issue or problem and write a strong speech about it and how you would like to have the problem solved. Back up your statements with facts.

3. Pretend you are Sojourner Truth, and read your speech to your class. Ask for their ideas about this issue, too. (Together you might come up with an even better solution!)

4. Does somebody in your class think a particular issue or problem should be solved differently than you do? Conduct a debate for your class, backing up your arguments with facts. Do a poll of your class afterwards to find out how other people think this problem or issue should be handled.

Chien-Shiung Wu

1. Why do you suppose Chien-Shiung Wu came to this country to go to college?

2. When Chinese immigrants first started coming to this country, they were stopped at Angel Island when they arrived. Where is that? Why were they stopped there? What happened to them while they were there?

3. What have the Chinese and their culture added to this country? Brainstorm with the class to make a list.

4. Do you think you might like to be a scientist when you grow up? If you had a chance to talk to Chien-Shiung Wu, what questions would you like to ask her about being a scientist? Write a letter, telling her about your interest in science and the things you have learned.

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5. Women scientists have made important contributions in many fields. Divide the class into groups to find out what women have done in various branches of science like botany, zoology, oceanography, genetics, astronomy, physics, medicine, etc. Have each group report back to the class on one or two women scientists (see bibliography for a list of resources).

Yoshiko Uchida

1. Yoshiko Uchida wrote many books for children. How many of her books are in your school library or your local public library?

2. Read at least one of her books. What experiences did she write about that relate to your life, too? Write a two-page report on the book you read. Describethe ways in which your life is similar or different from the lives of the people she wrote about.

3. Many women write books especially for children. Look in your library to find the names of these authors. What can you find out about the lives of these authors? Read at least one book by a woman and report on it to the class.

4. If you could have a book published of your very own, what would it be about? Develop an outline of the plot and the characters in your book. Why not write the book?

5. What about pictures for your book? Draw at least three or four pictures to help tell the story. What will you put on the cover to make people want to read the book? If you can't think of anything to write

your own book about, maybe you can team up with a classmate and draw the illustrations for her/his book.

6. How do you think Yoshiko Uchida got the ideas for the stories she wrote? What or whom do you think she used as resources when she was writing her books? What or whom would you use as a resource for your book?

Madam C.J. Walker

1. Madam C.J. Walker became a millionaire selling beauty products like skin cream and hair conditioners. What are some of the reasons people use beauty products? How many different kinds of beauty products can you think of? Brainstorm with the class to come up with a list of all the different kinds. Which ones do men and women both use? Which ones are just used by men or just by women?

2. What kinds of beauty products are available especially for African-American people? Look in the stores in your community that sell cosmetics to see what kinds of products they have especially for African Americans. Report to the class on what you learn.

3. Would you like to become a millionaire? If you wanted to manufacture and sell a product of some kind:

- What would it be? Who would make it?
- How would you advertise your product?
- Where would you sell your product?
- How much would it cost for people to buy it?
- What would you do with your profits?

4. Design a full-color advertisement for your product, which could be used in a newspaper or magazine, or on television or radio.

5. Make a collage of magazine advertisements for beauty products. Look in magazines for African-American women like *Essence* and *Ebony*, and general interest women's magazines like *Glamour* and *Seventeen*. What do they seem to have in common and how are they different? What attracts your attention most in each of the advertisements?

Maria Martinez

1. Are there people in your community who are making pottery today? Arrange to visit them while they are working so you can see for yourself the steps involved in producing one finished piece. Perhaps a local college has a ceramics department and could send someone to give a demonstration to your class.

2. Maria Martinez and her husband, Julian, were asked by an archeologist to try to reproduce the shiny black pottery made by Maria's ancestors. They tried and tried and finally figured out how to do it. Have

you ever seen artwork from ancient civilizations and wondered how it was made? Develop an art project for your class to reproduce ancient art forms like pottery, weaving, small statues, dolls or sand painting.

3. Maria Martinez lived in the Southwest. Today, many art forms from this area of the country are very popular. Check with local stores or galleries or magazines to find examples of southwestern art to share with the class. How is this artwork different from artwork created in other parts of the country?

4. Does your mother, father, grandmother, grandfather, aunt or uncle know how to do some kind of art or craft that you think is special? Would she/he be willing to come to your class to give a demonstration? If not, ask her/him to teach it to you so you can share it with your classmates, too.

Jovita Idár

1. Jovita Idár worked with la Cruz Blanca (the White Cross). It was similar to the Red Cross, which operates in the United States today. What does the Red Cross do? How does it get money and supplies to do its work? How do you suppose Jovita got money and supplies to help the victims of the Mexican Revolution?

2. Jovita Idár was concerned about high-quality education for Spanish-speaking children and discrimination against Spanish-speaking people. If there is a Mexican-American or other Latino community in your area, invite a representative to your class to talk about these issues today.

3. Are there any Spanish-language newspapers available in your area? Where would you find a copy? Bring one in to share with your class. Does this paper report on the same kinds of news stories that English-language papers report on? How are they different? How are they the same?

4. If you lived in another country and could not find books, television or radio programs in your own language, what would you miss out on? How do you suppose this would make you feel? What could you do to try to fill in these gaps?

Margaret Bourke-White

1. What important events did Margaret Bourke-White photograph? If she were alive today, what important events do you think she would like to photograph?

2. Margaret Bourke-White was a photojournalist. How is that different from a regular photographer? What kinds of things photojournalists need to know to be good at their work? Why is their work important to other people?

3. What part of the world would you like to travel to as a photographer, and why? Find pictures of that place in a book or magazine. What draws your interest to that part of the world? Which photos would you take differently?

4. Cut out and mount your favorite photographs of places, buildings, people or events from any magazine. Pretend that you took the photos. What does the photograph tell you about the places/people/events? Share this with the class. Why did you take that particular picture? What do you like best about each one?

5. You can be a real photographer! Plan out what you would like to photograph. If you don't have your own camera, borrow one, get instructions on how to use it, and buy a roll of color film. After you take your photographs and have them developed, write clear and detailed captions for the six best and share them with your class.

Sally Ride

1. Why did Sally Ride want to become an astronaut? What qualifications did she have for this job? What kinds of things did she have to learn in her training to become an astronaut? Would you like to be an astronaut? Why or why not?

2. Scientists have learned many things from space exploration and from the space program. What have we learned about the earth as a result of the space program? How does this help us today?

3. Sally Ride invented the robot arm used to capture objects in space. It has been very useful to other space shuttle crews. What invention would you like to develop to do a job for you? Draw a picture of your invention doing this job.

4. Would you like to find out more about how students can participate in the Young Astronaut Program? Here is the address to write to:

Young Astronaut Council
PO Box 65432
Washington, DC 20036

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National Women's History Month, celebrated in March of each year, was originated by members of this Project. It has become a regular feature on school, workplace and community calendars throughout the country. It is our goal to eventually have the study of women's history included as a regular part of the K-12 curriculum, so that all our children will grown up knowing about the lives and contributions of women from all walks of life.

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The Women's History Network, coordinated by our office, includes hundreds of individual and institutional participants, working together across the country to write women back into history. A quarterly newsletter keeps Network members abreast of information; directories make each participant accessible to the others.

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